

# **The Dwight D. Eisenhower Professional Development Program**

## **❑ Request for Proposals**

Cycle XVIII Higher Education Grant Competition

Missouri Coordinating Board for Higher Education  
Department of Higher Education  
3515 Amazonas Drive  
Jefferson City, Missouri 65109-5717

June 6, 2000

Dear Colleagues:

The Coordinating Board for Higher Education (CBHE) is pleased to provide you with a copy of the Request for Proposal (RFP) for the Cycle XVIII higher education grant competition of the federal Eisenhower Development Program. This competition will award approximately \$950,000 (contingent upon funding by the federal government) to participants from Missouri's colleges, universities, and nonprofit organizations of demonstrated effectiveness to fund professional development projects addressing the needs of K-12 teachers in mathematics and science.

Eisenhower grants will fund high-quality, innovative professional development opportunities that are closely aligned with current state and national reform projects in mathematics and science education. Directors of these projects view teachers as professionals, ensuring that teachers play an active role in designing their learning experience. The projects provide an opportunity for teachers to enhance their knowledge of the subject content as well as to learn new approaches to curriculum, pedagogy and assessment. This can be accomplished through innovative pre-service and/or in-service training in the fields specified above within the teacher education program of a higher education institution.

All would-be project directors are encouraged to acquaint themselves with the following documents;

- The Missouri K-16 Coalition final report (located at [www.mocbhe.gov/acadafrs/k16menu.htm](http://www.mocbhe.gov/acadafrs/k16menu.htm)); this report contains recommendations by the coalition for the Department of Elementary and Secondary Education (DESE) and CBHE to work together in the area of teacher preparation and professional development of K-12 teachers.
- In addition, DESE has specific mathematics and science initiatives; familiarity with these initiatives will help project directors to align their proposals with state-level initiatives. These initiatives are located on the DESE website at [www.dese.state.mo.us/programs.html](http://www.dese.state.mo.us/programs.html) -- please look for Math Curriculum/Initiatives and Science Curriculum/Initiatives.

In addition, projects that contain the following elements are particularly encouraged: 1) Proposals that demonstrate collaborative partnerships between two-year and four-year institutions, where all institutional partners play major roles, and 2) Professional development activities designed to work with school (building) teams or school-district teams of teachers. Proposals containing these elements will earn extra points in the review process.

### **Key Characteristics of a Successful Eisenhower Proposal**

For those unfamiliar with the Eisenhower Program, below is a brief summary of key characteristics of a successful Eisenhower proposal.

- The proposal should fit the Eisenhower model by providing:

- Close adherence to specified proposal content and format guidelines,
  - A high level of involvement by teams of teachers in planning the project,
  - A modest personnel budget.
- The goal of the proposed project should be clear, as evidenced by:
    - A small set of carefully chosen objectives,
    - Activities that are clearly related to the objectives,
    - An evaluation process that is tightly linked to the objectives,
    - Clear and concise writing.

### **Informational Meeting**

An Eisenhower informational meeting has been scheduled for Friday, September 15, 2000, in Jefferson City at the CBHE offices. Please check the CBHE website in August 2000 for details regarding this meeting. If you plan to attend, please RSVP to Sue Goedde (Administrative Assistant for Academic Affairs at CBHE) at 573-751-1798 no later than September 8, 2000.

### **Cycle XVIII Calendar of Events**

<b>Date</b>	<b>Event</b>
September 8, 2000	RSVP deadline for Informational Meeting
September 15, 2000	Informational Meeting
November 17, 2000	Postmark deadline for proposals
February 1, 2001	Approximate date for awards notification
February 9, 2001	Start-date for projects (begin recruitment, etc.)
October 15, 2001	Performance Reports due
June 30, 2002	End-date for project activities and expenses
July 31, 2002	End-date for reporting requirements

Thank you for your interest in providing quality professional development opportunities for teachers in Missouri. Please contact me at any time if you have questions or comments regarding this program. I am excited to have the opportunity to work with you as we continue to seek ways to improve education for our citizens.

Sincerely,

Cleopas T. Samudzi, Ph.D.  
 Senior Associate for Academic Affairs  
 Eisenhower Program Coordinator  
 E-mail: cleo@admin.mocbhe.gov

# **Missouri Eisenhower Professional Development Program**

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## **Background Information**

The federal Eisenhower Professional Development Program provides funds to Missouri each year for teacher professional development in the core subject areas of mathematics and science. The Department of Elementary and Secondary Education (DESE) administers a major portion of these funds (84%); the remainder (16%) is distributed by the Coordinating Board for Higher Education (CBHE) by means of a competitive grants program. In the current Cycle XVIII competition, the CBHE anticipates awarding approximately \$950,000 to participants from Missouri's colleges, universities, and/or nonprofit organizations who are committed to mathematics and science education.

In keeping with Missouri's consolidated state plan for the use of federal education funds, the CBHE grant funds will be used to provide professional development for K-12 teachers in mathematics or science.

## **Eligibility and Participation**

### **Institutions of Higher Education**

A college or university is eligible to apply if: (1) it is accredited or is a candidate for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools; (2) it is chartered in Missouri; (3) it has its principal campus in Missouri; and (4) the proposed project will have a faculty member with expertise in science or mathematics education as the project director.

### **Nonprofit Organizations of Demonstrated Effectiveness**

A nonprofit organization (NPO) is eligible to apply if: (1) it provides proof of demonstrated effectiveness and financial stability (see "NPO Demonstrated-Effectiveness Document" provided in this booklet); (2) it is registered with the Missouri Secretary of State's office as a not-for-profit corporation; and (3) its main office is located in Missouri.

Because of the many potential benefits to participating teachers, nonprofit organizations are encouraged to consider applying in partnership with an institution of higher education. The requirement for proof of demonstrated effectiveness will be waived if an institutional faculty member in education, mathematics, or science serves as a co-director and if the institution of higher education serves as the fiscal agent for the grant.

### **For All Applicants**

No individual may play a major role (project director, co-director, or evaluator) in more than one submitted proposal. However, an eligible institution or NPO may submit more than one proposal. The Commissioner for Higher Education will resolve cases of ambiguity regarding eligibility.

## Effective Professional Development Programs for Teachers

Effective professional development programs view teachers as professionals and as active agents of change. The history of the Eisenhower Grant Program has shown that to have significant long-term impact on classroom practices, a professional development program should have some or all of the following characteristics:

- ☐ Teachers help plan the professional development experience.
- ☐ The program is of a sufficient length and intensity to enable teachers to understand new ways of thinking and doing and to integrate these understandings into their classroom practices. On average, projects funded by Eisenhower grants provide sixty or more contact hours; those that provide less than forty are unlikely to be competitive.
- ☐ The project helps teachers plan how they will use the new information in their classrooms during the next school year.
- ☐ Instructors model the pedagogical techniques teachers will use in the classroom.
- ☐ Teachers gain awareness of current issues in their professional fields.
- ☐ Teachers have the opportunity to initiate an ongoing connection with practicing professionals from other schools and institutions of higher education.
- ☐ Additional project staff, if needed, are sought from among peers or colleagues with expertise in the subject area, e.g. local master teachers.
- ☐ School administrators are actually included in the planning and implementation of changes in classroom practices associated with the program, and parents are supportive of the program.
- ☐ The program takes advantage of the funds, expertise, or materials available through local businesses, nonprofit organizations, and professional societies. Such programs promote networking, increase teacher awareness of available resources, and encourage community support of education reform.
- ☐ The project design fosters school (building) teams or school-district teams of teachers to work together for support-team building purposes throughout the year.
- ☐ Follow-up meetings are an integral part of the project. Such meetings allow teachers to share personal experiences in implementing what they learned in their workshops. Thus, the design of the project should include some activities that are job-embedded, i.e., professional development should be thought of as an ongoing process in a school setting and not simply as a one-time encounter at an external site.
- ☐ The project addresses and/or supports state standards and initiatives.

## Proposal Content Guidelines

**To be eligible for consideration for funding, a proposal should:**

- 1) Present a comprehensive plan for a professional development program in science or mathematics for elementary, middle school, or high school teachers and, when appropriate, also be targeted for student services personnel and administrators or for innovative pre-service training in science or mathematics within the teacher education program of a higher education institution;
- 2) Actively involve teachers and administrators from the local school district(s) in addressing local needs as well as in planning the content and activities of the proposed project;

- 3) Present a program that is sufficiently sustained, intensive, and of high enough quality to have a lasting and positive impact on teachers' classroom performances and the culture of a school at the building or district level;
- 4) Meet the challenges set by state and national standards for student academic performance in mathematics or science content;
- 5) Reflect recent research on teaching and learning;
- 6) Include strong science and/or mathematics content and pedagogical components;
- 7) Reflect a joint effort between a teacher education program and a department of mathematics or science where applicable (see "Joint Effort Document" provided in this booklet);
- 8) Incorporate activities and effective strategies for meeting the needs of historically underserved and/or underrepresented populations (women, minorities, individuals with limited English proficiency, persons with disabilities, and/or economically disadvantaged individuals);
- 9) Incorporate (as fully as possible) the proven characteristics of "Effective Professional Development Programs for Teachers" (page 3);
- 10) Be cost effective;
- 11) Meet the needs of teachers and administrators;
- 12) Indicate the strong likelihood of continuation after Eisenhower support ends; and
- 13) Address the significance of the project in the context of the discipline.

## Proposal Format Guidelines

Proposals should follow the format outlined on the following pages, including all numbered and lettered headings. **All pages should be numbered.** Required forms are provided in the back of this booklet.

Helpful hints:

- Assume that not all reviewers are from the same discipline; therefore, avoid jargon.
- Reviewers tend to react negatively to the use of small print to meet the page limits. Please use a clear, 12-point typeface on standard 8½ x 11-inch paper, with 1-inch margins and double-spacing.
- Report covers are instantly discarded; a simple staple in the upper left corner is adequate.

**I. Cover Page** (form provided)

**II. Project Abstract** (form provided)

**III. Table of Contents**

**IV. Proposal Narrative**

The proposal narrative should include the following **lettered headings** in the order given. **The narrative should be double-spaced (12-point) and should not exceed nine pages in length.** The references/citations are included in the nine-page limit. The narrative should not provide an analysis of national needs in mathematics or science education; it is understood that both authors and reviewers have extensive familiarity with these issues. Be sure to address each topic listed below.

#### **A. Collaborative Planning**

- 1) How did you determine that the proposed project would meet a need of teachers in the local school district(s)?
- 2) What role(s) did teachers and administrators play in planning the proposed project?
- 3) Where applicable (see "Joint Effort Document" provided in this booklet), indicate the way(s) in which the proposal reflects the joint effort of a teacher education program and a mathematics or science department. Please be explicit in describing any joint-effort assertions. Include letters of collaboration/cooperation/support where necessary.
- 4) Proposals which represent collaborative efforts between two-year and four-year institutions are encouraged and will be awarded points during evaluation of the proposals (see page 9, Score Sheet).

*A number of documents related to this section must be provided in Appendix A (see page 7, Section V).*

#### **B. Project Objectives**

- 1) Provide a numbered list of the project's objectives. These objectives should be specific, clearly stated, achievable, and measurable; a total of no more than four to six objectives is desirable.
- 2) Are the objectives linked to K-16 Coalition recommendations or the specific DESE mathematics and science objectives and/or initiatives?

#### **C. Activities**

- 1) Explain the proposed project activities and indicate how they fulfill the project's objectives. Refer to the objectives by number.
- 2) Describe the subject content and pedagogical skills to be covered.
- 3) Provide a tentative activity schedule, indicating the number of contact hours and including follow-up meetings. Activities must occur between February 9, 2001, and June 30, 2002.

#### **D. Evaluation Plan**

- 1) Referring to each objective by number, explain how you will evaluate the success of the project in achieving its objectives. Sample evaluation instruments may be included in Appendix C (optional).
- 2) Explain how you will assess the impact of the project on the classroom accomplishments of students in mathematics or science in the school year following the project. It is extremely important to show the linkage between the professional development provided by the award recipient and the changes in the teachers' knowledge and practices, classroom instruction, student performances, and changes in school culture. (Grantees can either use existing indicators to assess the quality of their professional development activities or they can develop their own.) If an outside evaluator is used (optional), that person must be qualified and impartial; a resume and rationale for choice must be included in Appendix B.



## **E. The Historically Underserved/Underrepresented**

- a) Describe how project participants will be recruited. Explain specific steps to promote participation in the program by (1) teachers who are members of historically underserved/underrepresented groups and/or (2) teachers from schools with substantial populations of such students. The plan must:
  - Identify the targeted school(s) or school district(s) and
  - Describe the recruitment activities; simply mailing brochures to principals has not proven to be an effective recruitment method. Lists of teachers can usually be obtained for direct mailings. A presentation and personal follow-up about the project at the teachers' schools is even more effective.
- b) Describe how your project will incorporate training about:
  - Effective strategies for meeting the needs of children from historically underserved/underrepresented groups and
  - How to encourage the interest and achievement of all students in mathematics or science.

## **F. Dissemination**

- 1) Local: Explain how information about the project will be shared with other teachers within the participants' schools and/or other schools within the district(s).
- 2) Regional:
  - a) Explain how results of the project that will be useful to other teachers will be made available on a statewide (or national) basis.
  - b) Project directors are urged to share useful information from their projects at a meeting of one of Missouri's mathematics or science teachers' professional organizations.

## **G. Capacity, Commitment, and Cost-Effectiveness**

- 1) Describe the specific responsibilities of each person listed on the budget under “personnel”: director(s), any additional instructor(s), peer teachers, and other support staff. If there are two project directors, the role of each should be explained.
- 2) If external consultants are to be used, explain the choice and need for each consultant.
- 3) Summarize briefly the resources (money, time, and expertise) that will be committed to the project by the institution or NPO, the local school district(s), and any other involved party.

**Note:** It is desirable for the collaborating local district(s) to provide some financial commitment to the project (for example: stipends, travel support, and classroom sets of materials) through local Eisenhower Professional Development or other funds.

*A number of related documents must be provided in Appendix B (see page 7).*

## V. Appendices

### Appendix A: Documentation of Collaborations

- 1) Collaborative Planning Document (form provided)  
All proposals (including those with regional or statewide participation) must include teachers from at least one school district in the process of defining of local needs and in the planning of activities.
- 2) Joint-Effort Document, if applicable (form provided)
- 3) Certificate of Assurances (form provided)
- 4) Letter of Support from collaborating local school district. This letter must state that the school district is committed to:
  - a) Allowing selected teachers to participate in all activities, including follow-up activities;
  - b) Providing any resources that participating teachers will need (that are not provided by the grant);
  - c) Providing the classroom materials teachers will need to implement what they have learned through this training.
- 5) Sharing of major responsibilities (such as project director and co-director) constitutes evidence of collaboration between a two-year and a four-year institution.

### Appendix B: Documentation of Capacity, Commitment and Cost-Effectiveness

- 1) Proposed Budget Summary (form and instructions provided)
- 2) Budget Justification (Instructions are provided immediately following those for the "Proposed Budget Summary" form.)
- 3) Letter(s) of Commitment from the executive director(s) of any entity that will provide services must state the services to be provided and the specific costs of those services and provide assurances that the cost figures are firm for the time period of the proposed project
- 4) Résumés for project director(s), any additional instructors or peer teachers; as well as the evaluator, if applicable, and any external consultant must be provided. Document only relevant experiences; résumés should not exceed two pages per person.
- 5) NPO Demonstrated-Effectiveness Document, if applicable (form provided)
- 6) Brief Summary of Past Project Outcomes; this is applicable only if you received Eisenhower funds in Cycle XVII (see cover sheet for instructions)

### Appendix C: Sample Evaluation Instruments (optional)

## VI. Proposal Checklist (form provided)

## Proposal Submission

**Completed proposals must be postmarked no later than November 17, 2000.** Submit the unbound original and four stapled copies to:

Coordinating Board for Higher Education  
Attention: Dr. Cleopas T. Samudzi, Senior Associate  
3515 Amazonas Drive  
Jefferson City, MO 65109-5717

## **Proposal Review**

Late or incomplete proposals, proposals for activities not within program guidelines or the appropriate time frame, and proposals from ineligible institutions or organizations are not eligible for funding and will not be judged.

Proposals will be reviewed, using both quantitative and qualitative criteria, by a panel of qualified representatives of the mathematics and science education fields. Reviewers may be drawn from colleges, universities, schools, state agencies, professional organizations, and/or business and industry. The review process will assess the extent to which the submitted proposals meet the Program Content Guidelines and effectively address the specified components of the Proposal Format Guidelines (see pages 3-7 and the score sheet below). A proposal is fundable if (and only if) it receives a score of 33 points or higher in sections A, B and C. However, whether or not a proposal is actually funded will further depend on its total points relative to other fundable proposals and the funds available. The Commissioner of Higher Education will make the final decision on grant awards on behalf of the Coordinating Board.

### A typical score sheet for evaluation of Eisenhower proposals

		Low					High
		1	2	3	4	5	
PART I	<b><u>A. Collaborative Planning:</u></b>  1. An <u>collective effort</u> was made to identify and address an inservice <u>need</u> of local teachers or district(s), or of teachers statewide (if applicable), in mathematics or science.  2. Administrators, teachers and/or subject-area specialists from at least one school district to be served by the project were <u>actively involved in the project planning</u> .  3. The documents in Appendix A provide convincing evidence of support for, and/or commitment to, the project by appropriate entities.						
	<b><u>B. Project Objectives:</u></b>  4. The project <u>objectives</u> are appropriate, clearly stated, and achievable.  5. The objectives are clearly linked to the K-16 Coalition recommendations or the specific DESE mathematics and science objectives and/or initiatives.						
	<b><u>C. Activities:</u></b>  6. The proposed <u>activities</u> are directly related to the achievement of the project <u>objectives</u> .  7. The project activities are as much as possible in line with the elements outlined in the " <u>Effective Professional Development Programs for Teachers</u> " on page 3, especially the one on follow-up meetings.  8. The proposed activities are explained in adequate detail regarding the nature and sequence of <u>activities</u> as well as who will provide <u>instruction</u> .  9. The <u>subject content</u> to be covered is described or outlined, and this material seems appropriate both in <u>scope</u> and in <u>level of difficulty</u> .  10. The project incorporates a strong science or mathematics <u>subject content</u> component.  11. The project incorporates a strong <u>pedagogical</u> component, which reflects awareness of recent research on teaching and learning.  12. The subject content and activities proposed <u>support current state and national standards</u> for mathematics or science content and student academic performance.						
	<b><u>D. Evaluation:</u></b>  13. The evaluation plan is designed in such a way that it will effectively assess the <u>success</u> of the project in achieving each of its stated <u>objectives</u> .  14. The evaluation plan includes pre/post assessment of teacher <u>knowledge</u> to determine what the teachers learned as a direct result of the project (An <u>attitudinal</u> survey is not sufficient for this purpose.).  15. The proposal presents a plan for assessing the impact of the project on what teachers do in the classroom in mathematics or science in the school year following the project.						
Quantitative Evaluation							

<b>PART I</b>  <b>Quantitative Evaluation</b>  <b>(cont.)</b>	<b>E. The Historically Underserved/Underrepresented:</b>  16. The recruitment strategies chosen will increase the likelihood of participation either by <u>teachers</u> who are members of underrepresented or underserved populations or teachers of <u>students</u> who are members of underserved/underrepresented populations.  17. At some point in the project, participants will learn specific information that will help them to (1) reflect on how they interact with all types of students and (2) learn effective classroom strategies for supporting, encouraging, and meeting the needs of all students in mathematics or science.					
	<b>F. Dissemination:</b>  18. Plans are described for how information about the project will be shared with other teachers within the participants' schools or within other schools within the district.  19. Plans are described for how information about the project will be shared with other teachers throughout the state.					
	<b>G. Capacity, Commitment, and Cost-Effectiveness:</b>  20. The <u>responsibilities</u> of all key personnel are clearly described and are reasonable.  21. Expenses for project all <u>personnel</u> , project <u>participants</u> , and <u>additional costs</u> are adequately explained and are reasonable.					
<b>PART II</b>  <b>Qualitative Evaluation</b>	<b>A.</b> Rate the effectiveness of the proposal in presenting a comprehensive plan for a professional development program that will be sufficiently sustained, intensive and of high enough quality to have a lasting and positive impact on teachers' classroom performance.					
	<b>B.</b> Considering the proposed project as a whole and with a focus on its potential for the improvement of mathematics or science instruction, please rate the overall <u>importance</u> of funding this proposal.					
<b>PART III</b>  <b>Partnerships &amp; Teams</b>	Does this proposal represent a partnership between a two-year and a four-year institution? (0 or 4 points)  The project design encourages school (building) teams or school-district teams of teachers to work together for support team building purposes. (0 or 4 points)					
<b>TOTAL SCORE</b>	Maximum possible total points = 123					

## Announcement of Awards

Awards will be announced on or about February 1, 2001, and are subject to the availability of federal funds.

Decisions regarding the relative merit of competing proposals are considered final in accord with Federal Register Vol. 54, No. 153, Subpart B, Section 208.11(b)(3)(ii)(B), Rules and Regulations. An institution or NPO with a grievance regarding other issues during this grant cycle must make its intent to appeal known to the CBHE within 14 days of the announcement of awards. Further information concerning the grievance process is available from the CBHE office.

# Grant Administration Regulations

**Notice to all applicants:** Every institution awarded Eisenhower funds is required to sign a contract. This contract obligates the project directors and their institutions or organizations to follow program administration regulations. In all future competitions, a proposal may be screened out prior to the review process if the applicant previously received Eisenhower funds and failed to follow the administrative regulations of the program in an effective manner.

## 1) Accounting and Auditing Procedures

When two or more eligible institutions/organizations collaborate on a proposal, only one may be designated as the custodian of the grant funds. The custodian institution/organization is responsible for:

- 1) Administering each Eisenhower grant, including continuation grants, through a separate account (shifting funds between Eisenhower accounts is not permitted);
- 2) Assuming full responsibility for any cost overruns;
- 3) Ensuring that its auditing and accounting procedures comply with OMB Circulars A-122, A-128 and A-133, as applicable;
- 4) Retaining a copy of all related fiscal records for five years after the project end-date;
- 5) Sending to the CBHE a copy of the complete audit report and any findings for each fiscal year in which grant monies are expended; and
- 6) Complying with all provisions of the Certificate of Assurances submitted with the proposal.

## 2) Requesting Funds

The award contract will state a start-date and an end-date for the project. Expenditures incurred outside those dates will not be reimbursed. Any request for a change in start- or end-date must be submitted in advance in writing.

The authorized institutional officer may request reimbursement of funds up to three times by submitting an official "Cycle XVIII Request for Eisenhower Funds" form. The final budget request must be received at the CBHE office within thirty days of the project end-date. The final one-third of project funds will not be released until all reporting requirements have been met.

## 3) Re-Allocating Funds in the Budget

Any changes in the personnel budget must be submitted to the CBHE in advance and in writing. However, re-allocations of funds between budget items may be done at the discretion of the project director and the recipient institution if the amount of funds involved is less than 10% of the total Eisenhower budget for the project. (10% is the sum of total requests.) All such changes must be tracked and documented in writing to the CBHE prior to the final funds request for the project.

## 4) Reporting Requirements

**All reports - with the exception of the Performance Report, which is submitted by October 15, 2001 - must be submitted to the CBHE within thirty days of the project end-date, June 30, 2002.**

### a) Program Compliance Audit Checklist

This form must be submitted by the authorized officer of the institution or NPO with the final budget request.

## **b) Performance Reports**

This form, which includes data on all participants in project activities between the initiation of the project (February 9, 2001) and September 30, 2001, is to be submitted no later than October 15, 2001. The appropriate forms are located at the CBHE website.

## **c) Final Report**

This narrative report -- typically five to ten pages, plus attachments -- helps document the effectiveness of Missouri's Eisenhower Higher Education Program. It should describe the following:

- 1) The project activities, including a discussion of any substantive modifications to the original plan;
- 2) The degree of success reached in achieving project objectives;
- 3) A summary of the results of all evaluative instruments related to the project;
- 4) Dissemination of project information (include a copy of any publication which results from the grant).

## **5) Number of Participants**

**If the number of participants is less than anticipated, it is expected that participant expenditures for the grant will be reduced accordingly. If the teacher enrollment is at 50 percent or less of the level for which the grant was approved, CBHE approval is required before proceeding with project expenditures and activities.**

## **6) Grant Personnel**

The CBHE must be notified of changes in personnel. It is the responsibility of the recipient institution to notify the CBHE of changes in personnel, particularly at the project director and co-director levels.

## **7) Site Visits**

During the time period covered by this award, a site visit from the Eisenhower Coordinator or another representative of the CBHE may be expected.

## **8) Attribution**

Program advertisement brochures, written materials distributed to participants, and all disseminated materials must bear the following acknowledgement (with the appropriate figures inserted):

"Funds for this project were provided by a grant from the Eisenhower Professional Development Program administered by the Missouri Coordinating Board for Higher Education. The total costs of the project were financed with \$\_\_\_ (\_\_\_%) in federal funds and \$\_\_\_(\_\_\_%) from non-governmental sources."

## **9) Copyrights and Patents**

Copyrights, patents, and other proprietary interests resulting from grant activities are governed by applicable federal regulations and local institutional policies.

## **Application Forms Enclosed**

## **I. Descriptive Forms**

- Cover Page
- Project Abstract
- The Summary of Subject Content and the Timeline of Proposed Project are also required to be submitted electronically to [cleo@admin.mocbhe.gov](mailto:cleo@admin.mocbhe.gov).

## **II. Documentation of Collaboration**

- Collaborative Planning Document
- Certificate of Assurances
- Joint-Effort Document

## **III. Documentation of Capacity, Commitment and Cost-Effectiveness**

- Proposed Budget Summary
- Instructions for Proposed Budget Summary
- Instructions for Budget Justification
- NPO Demonstrated-Effectiveness Document

## **IV. Proposal Checklist**



# Missouri Eisenhower Professional Development Program

## Cover Page

<b>Project Title:</b>	
1. Name of Applicant Institution or Nonprofit Organization	
2. Project Director	Name _____ Title _____
	Address _____ Telephone Number _____
	E-mail Address _____
	Signature _____ Date _____
3. Co-Director (if applicable)	Name _____ Title _____
	Address _____ Telephone Number _____
	E-mail Address _____
	Signature _____ Date _____
4. Does this proposal constitute a continuation or expansion of a previously funded project? Yes ____ No ____  If yes, please provide a one-page summary containing <u>project title, goals, activities, and outcomes</u> (see Appendix B item 6 on page 8 of this RFP).	
5. Address and telephone number where project director may be contacted between January 15 & February 9, 2000.	6. To be completed by an Authorized Officer: Institutional contact; name, address, phone & e-mail

# Missouri Eisenhower Professional Development Program

## Project Abstract

Title of Proposed Project: \_\_\_\_\_

\_\_\_\_\_

Project Director(s): \_\_\_\_\_

Title(s): \_\_\_\_\_

Academic Department(s): \_\_\_\_\_

Institution or Nonprofit Organization: \_\_\_\_\_

Collaborating School District(s): \_\_\_\_\_

Grade-level focus (check all that apply): \_\_\_\_\_Elementary      \_\_\_\_\_Middle      \_\_\_\_\_High School

Anticipated number of participants: \_\_\_\_\_

Number of contact hours per participant: \_\_\_\_\_

Credit to be provided:      \_\_\_\_\_ Graduate      \_\_\_\_\_ CEU      \_\_\_\_\_ Other      \_\_\_\_\_ None

Number of credit hours per participant (if applicable): \_\_\_\_\_

### Objectives of Proposed Project:

**Summary of Subject Content:**

**Timeline of Proposed Project:**

This form must also be submitted electronically and will become a statement of public record if proposal is funded.

# Missouri Eisenhower Professional Development Program

## Collaborative Planning Document

The history and nature of the planning process for the proposed project are to be described in the narrative. The purpose of this document is to confirm that the proposal was developed with the active involvement of teachers from the collaborating local school district(s).

Proposal Title: \_\_\_\_\_  
\_\_\_\_\_

Director(s): \_\_\_\_\_

Institution/NPO: \_\_\_\_\_

### **Planning Meetings:** (additional meetings may be listed on a separate sheet)

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Signatures of Participating Teachers

My signature below confirms that I have been an active participant in the proposal planning meeting(s) listed above:

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Signature of District Subject-Area Specialist (if applicable)

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

# Missouri Eisenhower Professional Development Program

## Certificate of Assurances

*To be completed by the chief executive officer of the institution  
or the executive director of the nonprofit organization.*

I hereby provide assurances to the Coordinating Board for Higher Education that if this institution receives a grant under the terms of the Eisenhower Professional Development program, it will:

- Conduct the professional development program or teacher education activities as described in this *Request for Proposal*;
- Provide institutional or organizational funding and resources as stated in this *Request for Proposal*;
- Comply with the state requirement to audit the grant-funded program in accordance with OMB Circulars A-122, A-128 or A-133, as appropriate, and to supply the Eisenhower Program of the Coordinating Board for Higher Education with a copy of the audit report and any findings for each fiscal year in which those grant monies were expended within 60 days of the completion of the audit;
- Keep all records necessary for fiscal and program auditing and give the Missouri Coordinating Board for Higher Education, the federal sponsoring agency, or the state auditor, through any authorized representative, access to, and the right to examine, all records, books, papers, or documents related to the grant;
- Retain all fiscal records for a period of five years after the end-date of the grant;
- Comply with all regulations and requirements of the Eisenhower Program;
- Comply with the administrative procedures of the Coordinating Board for Higher Education and the United States Department of Education;
- Use funds from the Eisenhower Act only to supplement, and not to supplant, funds from non-federal sources;
- Take advantage of opportunities to provide greater access by historically underrepresented groups to mathematics and science disciplines;
- Comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000(d)), prohibiting employment discrimination, where discriminatory practices will result in unequal treatment to persons who are or should be benefiting from the grant-aided activity; and
- Ensure equitable participation of faculty and students from nonpublic schools to the extent feasible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Institution or Organization: \_\_\_\_\_

# Missouri Eisenhower Professional Development Program

## Joint-Effort Document

*Institutions of higher education and nonprofit organizations that do not have teacher education programs need not complete this form.*

The proposal must reflect a joint effort between a school, department or college of education and a department of mathematics or science. This new federal requirement is intended to ensure that Eisenhower Program activities integrate needed teaching skills with substantive content knowledge.

Joint effort can take a number of forms, ranging from informal discussions about the project to full sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following:

- Each unit is made aware of the proposal and given an opportunity to provide comments.
- Each unit participates in the planning of the project.
- Instructional staff members are drawn from each unit.
- Each unit plays a role in the evaluation of the project.

### Statement of Joint Effort:

This institution hereby provides assurances that this proposal reflects a joint effort between a department or school or college of education and a department or school of science or mathematics.

### Representative of School/Department/College of Education:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

### Representative of School/Department of Mathematics or Science:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

# Missouri Eisenhower Professional Development Program

## Proposed Budget Summary

INSTITUTION:		Matching Funds	Proposed Eisenhower Grant	For Agency Use Only
FEIN NUMBER:				
PROJECT DIRECTOR:				
1. PERSONNEL (Director(s), Instructor(s), Peer Teacher(s), Support Staff) (List separately with name and title)				
(A) Salaries				
1.				
2.				
3.				
4.				
(B) Fringe Benefits (at approved institutional rate of _____ %)				
2. ADDITIONAL PERSONNEL (at different benefit rate)				
(A) Salaries				
1.				
2.				
(B) Fringe Benefits (at approved institutional rate of _____ %)				
<b>TOTAL PERSONNEL COSTS</b>				
3. PARTICIPATING Costs (Materials, Books, Travel, etc.)				
A. Materials				
B. Books				
C. Travel				
D. Room and Board				
E. Fees				
F. Other				
<b>TOTAL PARTICIPANT COSTS</b>				
4. ADDITIONAL Costs (List individually and provide narrative detail)				
A.				
B.				
C.				
D.				
E.				
F.				
<b>TOTAL ADDITIONAL COSTS</b>				
5. TOTAL DIRECT COSTS (Sum of Items 1-4)				
6. FACILITIES and ADMINISTRATIVE COSTS (@ Maximum rate of 8% of Item 5)				
7. TOTAL COSTS (Sum of Items 5 and 6)				
PROJECT DIRECTOR(S):	NAME AND TITLE (Please print)	SIGNATURE	DATE	
INSTITUTIONAL VP FOR FINANCE OR AUTHORIZED OFFICER:	NAME AND TITLE (Please print)	SIGNATURE	DATE	



# Missouri Eisenhower Professional Development Program

## Instructions for Proposed Budget Summary

This page contains instructions for completing the budget form. A Budget Justification is also required; instructions for completing the justification follow on the next page along with the rules on allowable expenses. In all cases, expenses must be directly related to the professional development experience for the teachers. All dollar support from the sponsoring institution/NPO, school district, business, organization and other agencies should be listed on the budget form in the Matching Funds column. Please do not write anything in the shaded areas.

### 1. PERSONNEL Costs

- A. Personnel: director(s), additional instructor(s) or peer teacher(s), if any, and support staff should be listed individually. After each name, indicate (in parentheses) the role of that person in the project.
- B. Benefits can be paid only to those individuals who are employees of, and normally receive benefits from, the institution/NPO. Please specify the benefit rate.

### 2. ADDITIONAL Personnel Costs

This section is for additional personnel with different benefit rates from those in (1) above.

### 3. PARTICIPANT Costs

A - D. Include only participant costs in this section. List travel or lodging costs for personnel or consultants under "Additional Costs."

E. If course credit is offered to participants, the institution is expected to waive the fees; there should be no fees to the teachers (i.e. charged to the grant). If necessary, the cost to the institution for transcription management may be recovered by a fee of not more than \$50 total per participant. Such fees would be paid either by the participant or by the local school district.

F. Other costs: These costs should be listed individually in the budget justification. Stipends for teachers are permitted, but are generally discouraged as grant budget items. School districts are encouraged to tap local funds for teacher stipends and/or substitute teachers, if needed. Note that Eisenhower funds cannot be used to provide substitute teachers for participants from non-public schools.

### 4. ADDITIONAL Costs

This section is for costs other than salaries and participant expenses. Expenses may be lumped into logical categories, but must be itemized in the budget justification.

### 5. TOTAL DIRECT Costs

This is the total of all Items 1 through 4.

### 6. ADMINISTRATIVE Costs

Institutions and NPOs may recover administrative costs up to a maximum of eight percent (8%).

### 7. TOTAL Costs

This is the sum of DIRECT Costs and ADMINISTRATIVE Costs.

## Instructions for Budget Justification

The Budget Justification is an attachment to the Budget Summary. It should include a concise explanation of each budget item as well as any necessary calculations.

### 1. PERSONNEL Costs

Explain how the salary amount for each person was derived:

- a) Provide a calculation of the expected real-time contribution of the person to the project.
- b) Indicate the salary the person receives as a function of his/her regular appointment. Salaries cannot be drawn at a rate higher than that which the individual would normally receive.

Note: If graduate students are employed as project personnel, they should be paid a fair wage in the same manner as other grant personnel. Graduate educational fees for employees cannot be charged to the grant.

### 2. ADDITIONAL PERSONNEL Costs

As above, explain how the salary amount for each person was derived:

### 3. PARTICIPANT Costs

All items must be listed individually, with per-item cost information. Books and materials are limited to those which will actually be needed during the teacher training project. It is expected that materials will be purchased as inexpensively as possible and that reasonable effort will be made to obtain materials as an in-kind donation from business or industry whenever possible.

This program is specifically prohibited from buying full classroom sets of materials for participating teachers. School districts are encouraged to provide materials needed for classroom implementation.

If the grant is to pay participant travel to the workshop, reimbursement is allowed at the sponsoring institution's rate per mile, up to \$0.325. Room and board may constitute a reasonable expense.

### 4. ADDITIONAL Costs

Capital equipment purchases are not permitted. All other materials purchased are expected to become the property of the participating teachers, rather than being retained by the sponsoring institution/NPO.

The cost of an outside evaluator (if used), including any required travel expenses, should be no more than five percent (5%) of the Eisenhower budget.

Consultant fees may not exceed \$250 per day in addition to any reimbursement for travel, food and lodging. List the number of days and cost per day. Instructors and peer teachers, if used, are not considered to be consultants; they should be listed as personnel.

Necessary travel for project personnel to conduct project activities may be listed. No other travel expenses are allowed except for the costs of one or two persons travelling to present information about the project at one statewide meeting.

**Matching Funds:** Provide a brief explanation of the matching funds listed on the Budget Summary sheet.

# Missouri Eisenhower Professional Development Program

## NPO Demonstrated-Effectiveness Document

*Institutions of higher education need not complete this form.*

Each NPO applicant must provide written evidence of (a) past demonstrated effectiveness in providing professional development for teachers in mathematics and/or science in Missouri and (b) financial stability.

### Documentation of past effectiveness:

The following evidence for one or more past professional development activities must be attached to this form and should include:

- \* Title, date(s) and location of activity
- \* Number of teacher participants
- \* Names of director(s) and instructional personnel
- \* A summary of course/workshop content and activities
- \* Some evidence of program outcomes, such as:
  - Documentation of improved student outcomes following participants' classroom implementation of the new material,
  - Final evaluative report on program,
  - Participant evaluations of program effectiveness,
  - Letters from past participants describing the benefit they gained from participation.

Additional evidence could include:

- \* Recruitment brochures
- \* Any materials or publications resulting from the program, etc.

### Evidence of financial stability:

Each NPO applicant must submit as an attachment to this form:

- \* A complete copy of the organization's most recent independently reviewed financial statement,
- \* Evidence that the NPO is not dependent on receipt of this grant for its continued existence, and
- \* Evidence of official recognition of nonprofit corporate status.

**Name of NPO:** \_\_\_\_\_

**Name and Address of Chief Executive Officer:**

\_\_\_\_\_

**I hereby provide assurances that the attached evidence accurately reflects the fiscal stability and demonstrated effectiveness of this organization.**

**Executive Director:**      Typed name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Missouri Eisenhower Professional Development Program

## Proposal Checklist

*Please complete this checklist and mail it with your proposal.*

Institution or NPO: \_\_\_\_\_

Project Director(s): \_\_\_\_\_

Project Title: \_\_\_\_\_

- I. Cover Page \_\_\_\_\_
- II. Project Abstract \_\_\_\_\_
- III. Table of Contents \_\_\_\_\_
- IV. Proposal Narrative (no more than 9 pages long) \_\_\_\_\_
- V. Appendices \_\_\_\_\_
  - A. Documentation of Collaborative Planning
    - 1. Collaborative Planning Documents \_\_\_\_\_
    - 2. Joint-Effort Document, if applicable \_\_\_\_\_
    - 3. Certificate of Assurances signed by CEO \_\_\_\_\_
    - 4. Letter of Support \_\_\_\_\_
  - B. Documentation of Capacity, Commitment & Cost-Effectiveness
    - 1. Proposed Budget Summary signed by Institutional Vice President for Finance or an Authorized Officer \_\_\_\_\_
    - 2. Budget Justification \_\_\_\_\_
    - 3. Letter(s) of Commitment \_\_\_\_\_
    - 4. Résumés \_\_\_\_\_
    - 5. NPO Demonstrated-Effectiveness, if applicable \_\_\_\_\_
    - 6. Summary of Past Project Outcomes, if applicable \_\_\_\_\_

# Eisenhower Professional Development Program

## Compliance Audit Checklist - Cycle XVIII

This form, signed by the Authorized Officer of the sponsoring institution (or Executive Director of the nonprofit organization), should be returned with the final request for funds. If "No" is checked for any item, a full explanation should be attached to this form.

Institution or NPO: \_\_\_\_\_

Project Title: \_\_\_\_\_

	Yes	No
1. A copy of the institution's A-128 or A-133 audit (or A-122 audit, if an NPO) has been submitted directly to the CBHE Eisenhower Coordinator for each year in which Eisenhower funds were expended for this project.	_____	_____
2. All encumbrances were made after the authorized grant start-date, which was: _____.	_____	_____
3. All encumbrances for materials and supplies were made prior to the authorized grant end-date, which was: _____.	_____	_____
4. All services were completed and paid for prior to the authorized grant end date.	_____	_____
5. The final request for funds was submitted no later than 30 days after the authorized grant end-date.	_____	_____
6. There is evidence that Eisenhower funds were used to supplement, and not supplant, nonfederal funds.	_____	_____
7. There is evidence that funds were expended in accordance with Eisenhower purposes and the approved application.	_____	_____

-----

\_\_\_\_\_  
Signature of Executive Director or Authorized Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title